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ABSTRACT

This publication, the fifth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the Division during fiscal 1970. In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons understand Titles I, II, and V of the Elementary and Secondary Education Act and various other Federal programs administered by the Division of Federal Assistance; it is also hoped that the reader will come to understand the complexity of problems facing educators. In particular, the programs in Ohio are briefly described. They include basic programs for disadvantaged youth, and special programs for migrant children, orphans, delinquents, and the handicapped. Also, grants for library resources and instructional materials and adult basic education programs are reviewed. (Author/JW)

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EDUCATIONAL OPPORTUNITIES

through
federal
assistance
programs

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Fiscal Year 1970 Annual Report
Division of Federal Assistance

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1971

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Foreword

This publication, the fifth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the division during fiscal 1970. In addition to presenting statistical, fiscal and graphic data, the report is designed to help educators and other interested persons in the following ways:

- To understand Title I, II and V of the Elementary and Secondary Education Act and various other federal programs administered by the Division of Federal Assistance.
- To place in perspective the size and the scope of the various programs.
- To appreciate the complex problems educators often face when developing and implementing categorical-aid programs and when attempting to solve educational problems created, in part, by social ills.
- To relate the impact of the educational opportunities provided through the various programs administered by the division with other opportunities provided through local, state and other federal efforts.
- To recognize the progress made during the five years the Division of Federal Assistance has been in operation—progress that would not have been possible without the cooperation of the many dedicated educators throughout Ohio.

This report, hopefully, shows some of the ways Ohio is providing valuable educational opportunities to boys and girls through federal assistance programs.

Martin Essex
Superintendent of Public Instruction

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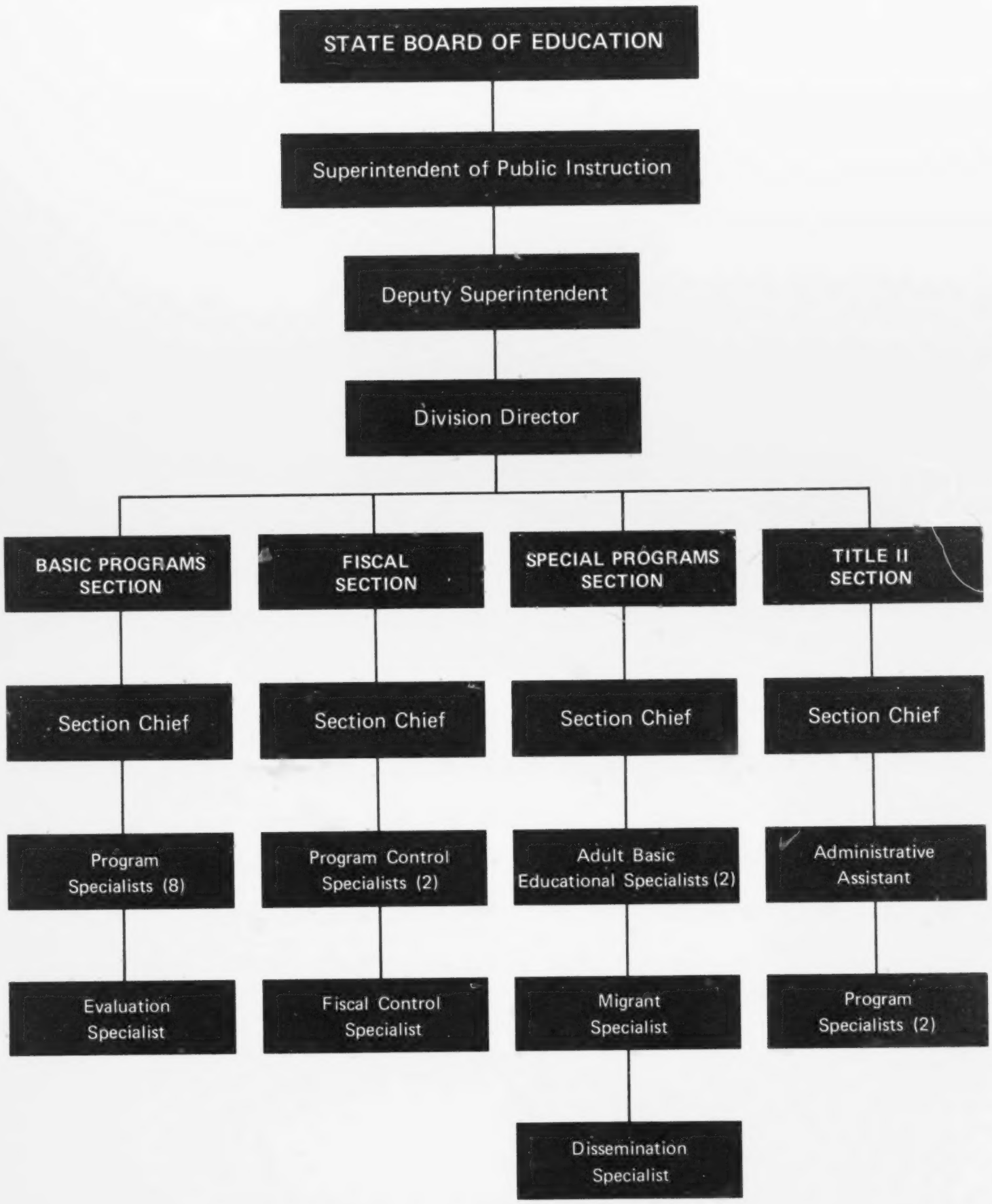


Functional Organization of the Division of Federal Assistance, July 1, 1970

DIVISION OF FEDERAL ASSISTANCE

An Overview

The Division of Federal Assistance of the Ohio Department of Education administers designated titles and programs funded under various federal laws. During fiscal year 1970 (July 1, 1969–June 30, 1970) the division had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act. These were:

- Basic Title I programs designed to meet the needs of selected educationally disadvantaged children.
- Special Title I programs designed to meet the educational needs of children of migratory agricultural workers.
- Special Title I programs designed to meet the educational needs of orphaned, neglected and delinquent children in state-operated institutions.
- Special Title I programs designed to meet the educational needs of handicapped children in state-operated institutions.
- Title II programs that provide funds for library resources and instructional materials.
- Title V programs for strengthening the Ohio Department of Education.
- Adult Basic Education (ABE) programs for individuals sixteen years or older who have less than an eighth-grade education or its functional equivalency.

Responsibility for three other federal programs was also exercised by the division. These were:

- Programs providing funds for the maintenance and operation of schools in districts where federal activities have placed a financial burden.
- Programs providing funds for the construction of school facilities in districts having substantial increases in enrollment as a result of federal activities.
- Programs providing funds to school districts for the purpose of replacing or restoring facilities destroyed or damaged as a result of a major national disaster.

Division Services

Major services provided by Division of Federal Assistance personnel to local school districts and to state institutions eligible for the various programs are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals so that state and federal guidelines related to size, scope and quality are met.
- Approval of Title I, Title II and Adult Basic Education project proposals.
- Assistance through field services with project development, implementation, evaluation, fiscal accounting, reporting and dissemination of information.
- Determination of allocations, disbursement of funds and preparation of statistical and financial reports to state and federal agencies.

The principal means by which Division of Federal Assistance staff members provide information about the various programs are: (1) office conferences, primarily with school superintendents or their appointed representatives; (2) field services, including on-site visits of funded projects and meetings with various groups of educators; and (3) conferences and workshops for specific groups of educators.

Five-Years Summary of Staff Involvement in Conferences and Field Services

Fiscal Year	Office Conferences	Days of Field Service	Addresses Given
1966	2,833	420	181
1967	3,126	621	176
1968	2,742	837	153
1969	1,986	863	152
1970	2,032	972	128

Meetings, Seminars and Workshops

Throughout fiscal 1970 a variety of meetings, seminars and workshops was sponsored by the Division of Federal Assistance for specific groups of educators, including:

- Eight meetings for major city administrators of basic Title I programs.
- Two meetings for representatives from school districts having $50,000 or more allocated for basic Title I programs.
- Eleven regional meetings for representatives from school districts having less than $50,000 allocated for basic Title I programs.
- Two meetings, involving representatives from selected school districts, for planning a statewide conference on reading and early childhood.

- One-day seminar for teachers on the cultural background of the migrant child.
- One-day seminar on teaching migrant children to read.
- Three-day workshop for migrant teachers on oral language techniques, individualized mathematics and outdoor education.
- Five-day workshop for migrant teachers in cooperation with Bowling Green State University.
- Three-day workshop for migrant teachers and aides in cooperation with Heidelberg College.
- One-day meeting for directors of migrant education programs.

- Four-day workshop for state-agency personnel responsible for Title I programs for handicapped, delinquent and neglected children.

- Two-day meeting for administrators of Adult Basic Education programs.
- One-day meeting for major city administrators of ABE programs.
- One-day seminar for ABE directors and teachers of the foreign-born on teaching English as a second language.
- Three-week workshop for ABE teachers, counselors and administrators in cooperation with The Ohio State University.
- Three-day conference for ABE program directors and persons responsible for student recruitment.
- Three-day seminar for ABE learning laboratory teachers and program directors.

Dissemination of Information

Throughout fiscal 1970 the Division of Federal Assistance disseminated information about guidelines, application procedures and promising educational practices. In addition to conferences, workshops and field services, methods of dissemination included distribution of selected publications, films and filmstrips.

A listing of division publications for fiscal 1970 is as follows:

The Clipboard. Quarterly newsletter (September, December, March, June) reporting on programs administered by the Division of Federal Assistance.

Education Is for Every Child. A set of brochures about special ESEA Title I programs in state institutions.

Educational Evaluation. Proceedings of an Ohio Department of Education conference funded under ESEA Title V.

Educational Opportunities Through Federal Assistance Programs. Fiscal year 1969 annual report of the Division of Federal Assistance.

Holding the Adult Learner in Adult Basic Education. A brochure with suggestions for motivating adult students.

The Human Impact of Adult Basic Education. A report about men and women who turned to ABE for help.

¡Mandelos a la Escuela! Send Your Children to School! A bilingual brochure, printed spring and fall, urging parents of migrant children to enroll their children in one of the listed programs.

Partners in Learning... Teachers and Migrant Children. A conference report.

Program Profiles. A handbook, updated annually, with profiles of federally funded programs administered by the Ohio Department of Education.

State Agency Programs for Handicapped, Delinquent and Neglected Children. A conference report.

A Statewide Profile of Adult Basic Education. A survey report with information about programming, staff and students.

Title I in Ohio: Fourth Annual Evaluation of Title I ESEA, Fiscal Year 1969. An annual statistical report.

Films and filmstrips produced for the Division of Federal Assistance during 1970 were:

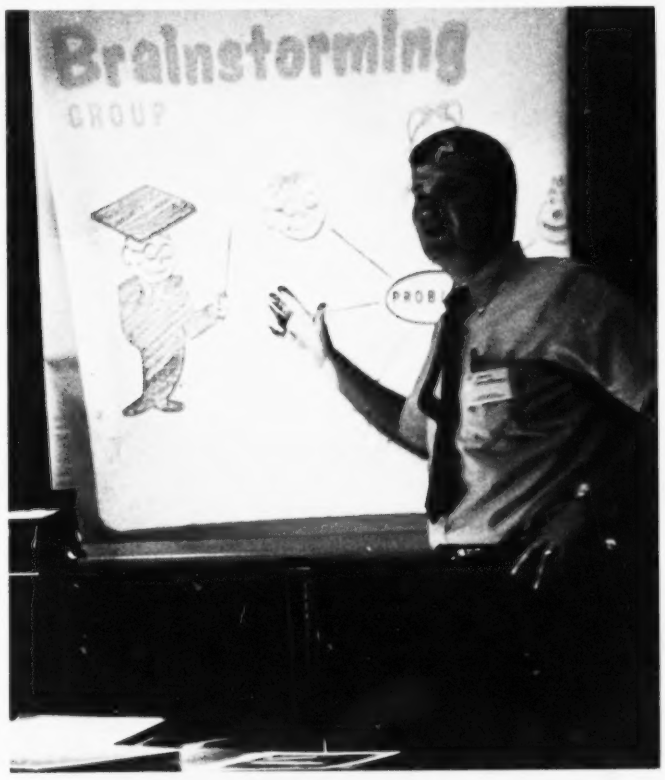
Children of the Seasons. A film on Ohio's migrant programs.

If Not Now, WHEN? An ESEA Title II sound filmstrip presentation on media programming at the secondary level.

Programmed for People. A film on the learning laboratory approach to Adult Basic Education.

National Recognition

Three Division of Federal Assistance publications received national recognition during 1970. *It All Begins With One,* a human interest report of Ohio's Title I program, received a certificate of excellence in the school awards competition conducted by *School Management* magazine in cooperation with the National School Public Relations Association. *Toward a New Horizon,* a human interest report on Ohio's educational programs for children of migratory agricultural workers, received honorable mention in this same awards competition. Additionally, the Ohio Department of Education received the NSPRA award of distinction for educational communication for the special design of *It All Begins With One* and for the newsletter *The Clipboard.*



Basic Programs for Disadvantaged Youth

Title I of the Elementary and Secondary Education Act provides grants of federal funds to local public school districts for educational programs for educationally disadvantaged students living in areas having high concentrations of children from low-income families.

The basic grant for each school district is based on a formula dependent on the number of children, aged 5 through 17, residing in the district who are:

- From low-income families.
- From families receiving aid for families with dependent children.
- Living in institutions for neglected or delinquent children and being educated by the district.
- Living in foster homes in the district.

School District Participation

By the nature of the basic grant formula nearly all school districts qualify for funds and, except for a few with very small allocations, most participate.

Fiscal Year	Districts Participating	Per Cent of All Districts
1966	651	90%
1967	650	92
1968	629	92
1969	608	94
1970	602	94

Annual Expenditures

Moneys available for Title I programs have fluctuated from year to year. Funds listed below for fiscal years 1966-69 have been adjusted as of June 30, 1970. Funds listed for fiscal 1970 reflect estimations as of November 15, 1970.

Fiscal Year	Expenditures
1966	$36,271,370
1967	32,386,502
1968	32,168,774
1969	30,512,493
1970	35,863,494

Expenditures in Larger School Districts

The school districts in eight major Ohio cities now expend approximately half of all basic Title I funds allocated to the state. Amounts in fiscal 1970 ranged from almost $6,800,000 in Cleveland to nearly $400,000 in Canton

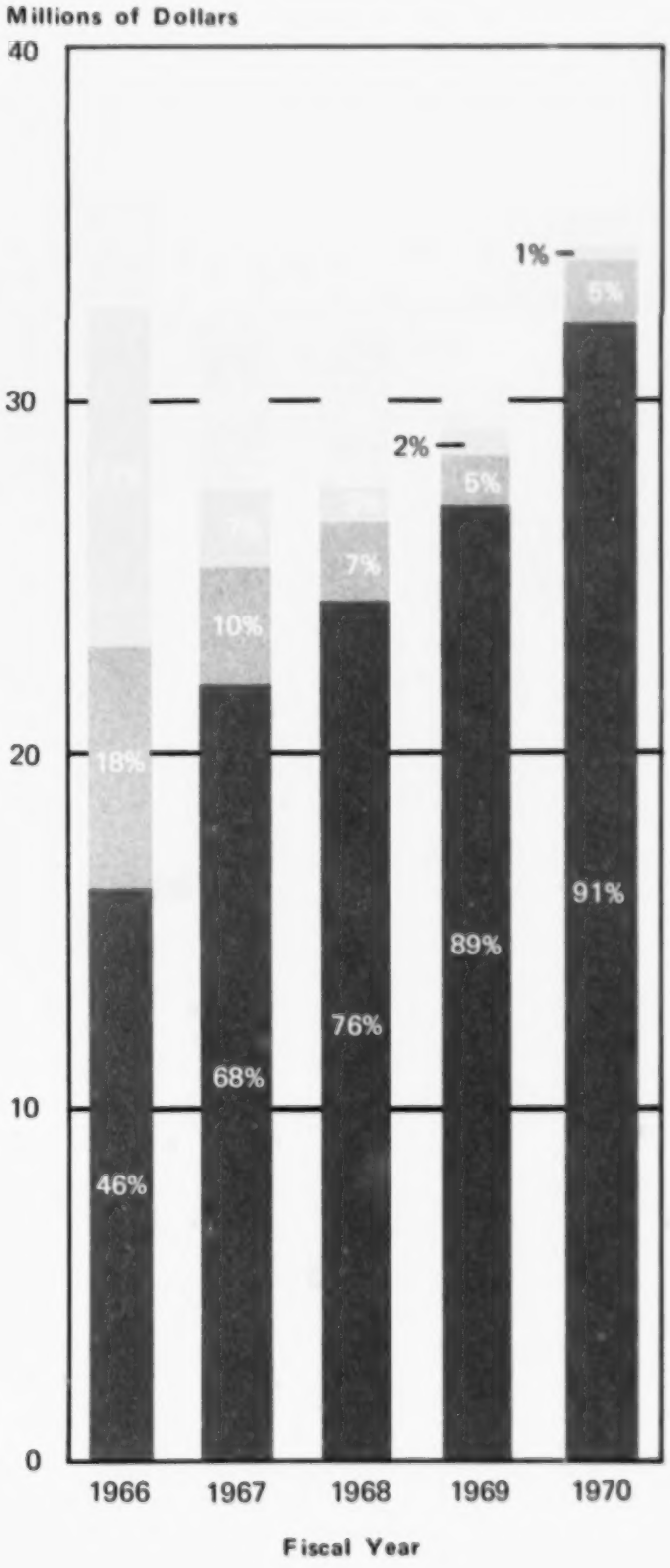
Akron Canton Cincinnati Cleveland Columbus Dayton Toledo Youngstown	1966 – 41% 1967 – 44% 1968 – 47% 1969 – 49% 1970 – 50%

Twelve other school districts expended another seven per cent of all basic Title I funds used in Ohio during fiscal 1970. Amounts ranged from over $285,000 in Springfield to nearly $155,000 in Steubenville.

Elyria Hamilton Lima Lorain Mansfield Middletown Portsmouth Springfield Steubenville Switzerland of Ohio Warren Zanesville	1970 – 7%

Expenditures by Major Categories

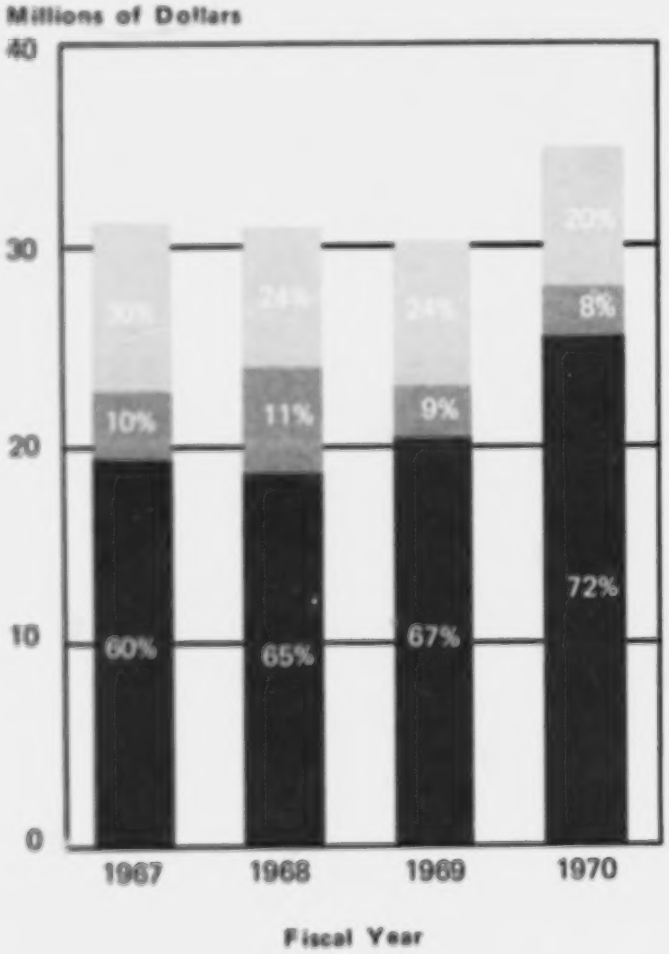
Expenditures during the first five years of Title I have shifted steadily to the personnel category. Only in fiscal 1966, when time for program operation was curtailed by late funding, were sizeable sums used for instructional materials and equipment.



- **Personnel**: Salaries of program employees, employee benefits and in-service education
- **Instructional-Related**: Supplementary textbooks, audio-visual materials, library books and all other instructional expenditures except salaries and capital outlay
- **Equipment**: All instructional and non-instructional equipment
- **Non-Instructional**: All non-instructional expenses except salaries and equipment

Expenditures by Major Instructional Areas

The right to read–or more encompassing, *the right to communicate*–has been the vanguard of Ohio Title I programs since 1966. In each of the four fiscal years data were collected on expenditures within major instructional areas, sixty per cent or more of all funds, or approximately 20 million dollars annually, was directed toward helping children develop better communication (reading, language arts) skills. In fiscal 1970, over seventy per cent of all Ohio Title I funds–nearly 26 million dollars–was expended in this area. Through the years, between eight and eleven per cent of all expenditures have been for mathematics/science instruction. All other instructional areas accounted for thirty per cent or less of all expenditures in any one year.

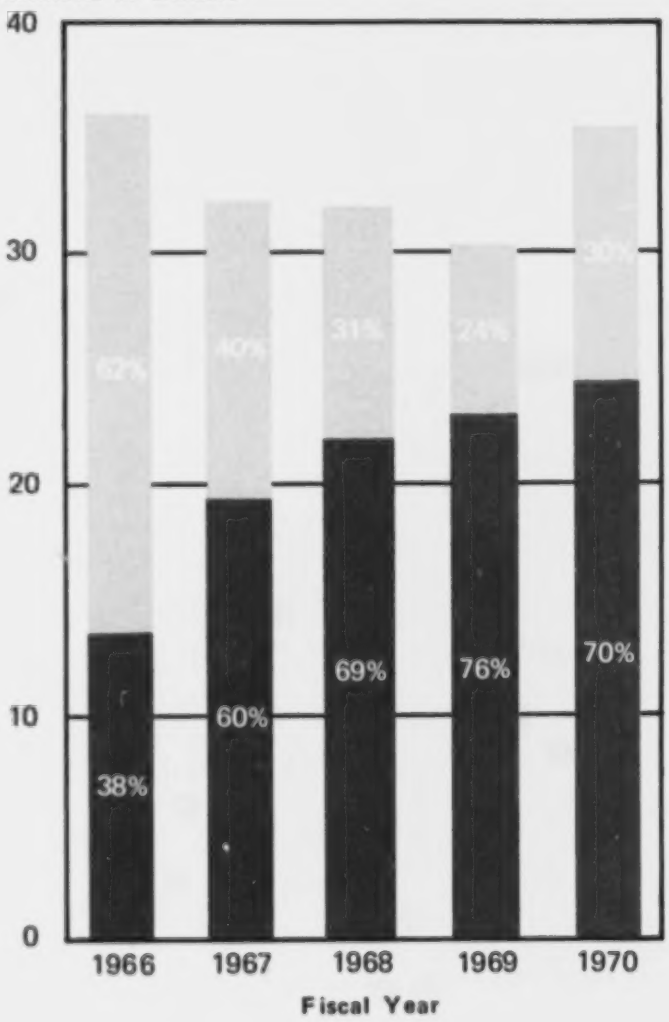


■ Communication (reading, language arts)

■ Mathematics/science

Other–preschool education, tutorial services, special education, vocational education, unclassified

Regular- and Summer-Term Expenditures



■ Regular-term expenditures

Summer-term expenditures

Of the 602 participating Ohio school districts in fiscal 1970, fifty-seven per cent conducted Title I project activities during both the regular and summer terms. Twenty-six per cent had regular term activities only. The remaining seventeen per cent, mostly districts with small allocations, had summer term activities only.

In fiscal 1966, the first year of Title I, late funding made summer term activities more feasible than regular term activities. During each succeeding year, more money was used for regular term activities. On a percentage basis, fiscal 1970 was an exception to this trend. The reason was an increase in the level of funding when the final allocation was made; and, since final allocations were made in early April, only summer extensions were feasible.

Participant Selection and Enrollment Trends

After identifying its "target areas," a district is required to survey the educational needs of all children living in these areas. Public school personnel then plan a program to help selected students–public and non-public–who have deficiencies in areas of greatest educational need. Any child who needs the help to be provided by the project and who lives in the target area is potentially eligible to participate.

Each year districts have tightened the criteria by which project participants are selected so that services are more concentrated and have greater impact. Hence, the number of participants has been lowered gradually.

Fiscal Year	Participants by Type of School Enrollment				Total Participants
	Public		Non-Public		
	Number	Per Cent	Number	Per Cent	
1966	207,606	93%	15,748	7%	223,354
1967	200,965	94	13,860	6	214,825
1968	198,908	95	11,248	5	210,156
1969	158,977	95	7,599	5	166,576
1970	152,039	95	7,200	5	159,239

Approximately forty-two per cent of the youngsters participating in basic Title I activities in Ohio during fiscal 1970 were enrolled in grades one through three, an increase of eight per cent over 1969. Based on composite data for regular- and summer-term programs, approximate percentages of educationally disadvantaged children served in each of the various grade-placement ranges during fiscal years 1966-70 are reported below.

Fiscal Year	Total Participants	Per Cent of Participants by Grade Placement Categories				
		PreK-K	1-3	4-6	7-9	10-12
1966	223,354	7%	27%	41%	18%	6%
1967	214,825	7	29	42	17	5
1968	210,156	7	32	37	18	6
1969	166,576	9	34	34	18	5
1970	159,239	9	42	28	16	5

Participant Expenditure Trends

Information on participant expenditure trends for both regular- and summer-term Title I activities was collected in 1969 and 1970. Comparison of the data indicates that services were more concentrated during 1970.

Fiscal Year	Regular Term		Summer Term		Average Expenditure for Participants Enrolled Both Terms
	Average Daily Membership	Average Participant Expenditure	Average Daily Membership	Average Participant Expenditure	
1969	99,814	$232	57,039	$130	$362
1970	89,874	276	77,705	141	417

Title I Limitations

A generally accepted principle of Title I programming is that concentrated services must be provided to individual children if substantial progress is to be made. It follows that in order to have concentrated services a substantial number of dollars must be used per child. When only limited funds are made available to school districts having many children qualifying under existing guidelines, not all children meeting the selection criteria can be served. During fiscal 1970, the first year in which information of this type was collected, *more qualifying children were unserved than served!* And, many of these children lived in low-income areas of Cleveland, Columbus, Cincinnati, Toledo, Dayton, Akron, Youngstown, Canton, Springfield, Lorain, Hamilton, Warren, Portsmouth, Lima and Mansfield. Many lived in poverty-stricken areas of Appalachia.

Children Qualifying for Title I Services

Receiving Title I Services		Meeting Selection Criteria but Not Served		Total Qualifying for Title I Services	
Number	Per Cent	Number	Per Cent	Number	Per Cent
159,239	46%	184,932	54%	344,171	100%

In fiscal 1970 Title I was funded at only fifty-one per cent of the level authorized by Congress. For this reason, not all qualifying building attendance areas could be served, and not all attendance areas served could be provided with concentrated services. Few, if any, of the 602 participating Ohio school districts were unaffected by the marked differencebetween authorization and appropriation levels of funding.

Building Attendance Areas Qualifying for Title I Services

Receiving Concentrated Services		Receiving Limited Services		Receiving No Title I Services		Total Qualifying for Title I Services	
Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1,656	61%	637	23%	446	16%	2,739	100%

Title I Progress

Although less than half the qualifying youngsters received Title I services in fiscal 1970, evidence is being collected that many of the children who were served, especially those involved in the major instructional area of communication skills (reading and language arts), made significant progress.

Statewide, nearly 80,000 students were involved in Title I communication skills activities during the regular 1969-70 school year. Progress made by these students, as reported by local evaluators, was as follows:

33% Marked Improvement [1]
54% Improvement/Marked Improvement
77% Some Improvement/Improvement/Marked Improvement
23% Little or No Improvement

Progress of over 63,000 summer term participants (many of whom were also among the regular term participants mentioned above) was reported as follows:

28% Marked Improvement
53% Improvement/Marked Improvement
82% Some Improvement/Improvement/Marked Improvement
18% Little or No Improvement

Apparent reasons for the success of Title I during fiscal 1970 include:

- Concentrated efforts by the 602 participating school districts to serve selected educationally disadvantaged children living within identified target areas.
- Systematic implementation of comprehensive programs designed to meet multiple, interrelated needs of selected disadvantaged youngsters.
- Emphasis on instructional staff rather than on materials and equipment.

The data provide evidence that progress is being made, but much remains to be done. Educators must continue seeking ways to motivate more youngsters to improve their academic skills, . . . ways to convince the public that available funds are used judiciously. The nation as a whole must also realize the scope of the problem ,. . . that much remains to be done in our efforts to help educationally disadvantaged children, . . . that increased resources must be provided if the magnitude of the problem is to be lessened.

[1] For purposes of evaluation, *marked improvement* was considered 1.5 years or more gain per ten months of program participation, prorated as necessary; *improvement,* 1.1 years or more gain per ten months participation; *some improvement,* 0.6 year or more gain per ten months participation; *little or no improvement,* 0.5 year or less gain per ten months participation.

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Special Programs for Migrant Children

Ohio's educational programs for children of migratory agricultural workers are funded through provisions of Title I of the Elementary and Secondary Education Act of 1966, P.L. 89-750. The Special Programs Section of the Division of Federal Assistance administers these programs according to a state plan approved by the U. S. Commissioner of Education.

In fiscal 1970, a total of twenty-nine school districts implemented migrant educational programs. Scheduling varied because some communities had an influx of workers several times during the year while others had workers only at planting or harvest time. Twenty-four districts conducted fall programs, sixteen had spring-summer programs and three had special regular term programs.

Emphasis within Ohio's migrant education programs is directed toward helping youngsters deficient in English language facility and related language art skills. Oral language, in particular, is stressed.

Program highlights for fiscal year 1970 included:

- The twenty-nine participating school districts served 4,673 children, a twenty-eight per cent increase over fiscal year 1969.
- An indepth approach to in-service training was taken at the state level. The most concentrated effort was having the same speaker at one workshop for teachers and at a second workshop for teachers and aides, and later having him travel to six school districts to conduct classroom demonstrations. Four other state-sponsored workshops or conferences were held during the year to help local staff personnel provide appropriate instruction and services and better understand the culture of migrant families.
- Two Texas educators assisted the Division of Federal Assistance as special consultants.
- Twenty-five teachers from six-month migrant schools in Texas and fifty or more bilingual aides were employed by local districts.
- *Children of the Seasons,* a film about Ohio's migrant education program, was produced in cooperation with Bowling Green State University.
- Three television series *(Avenida de Inglés,* a bilingual series for Spanish-speaking children; *Cover to Cover,* a literature series for older students; and *Sesame Street)* were especially selected for summer programming with migrant students in mind. The station providing this service was WBGU-TV, Bowling Green State University.

Annual Expenditures

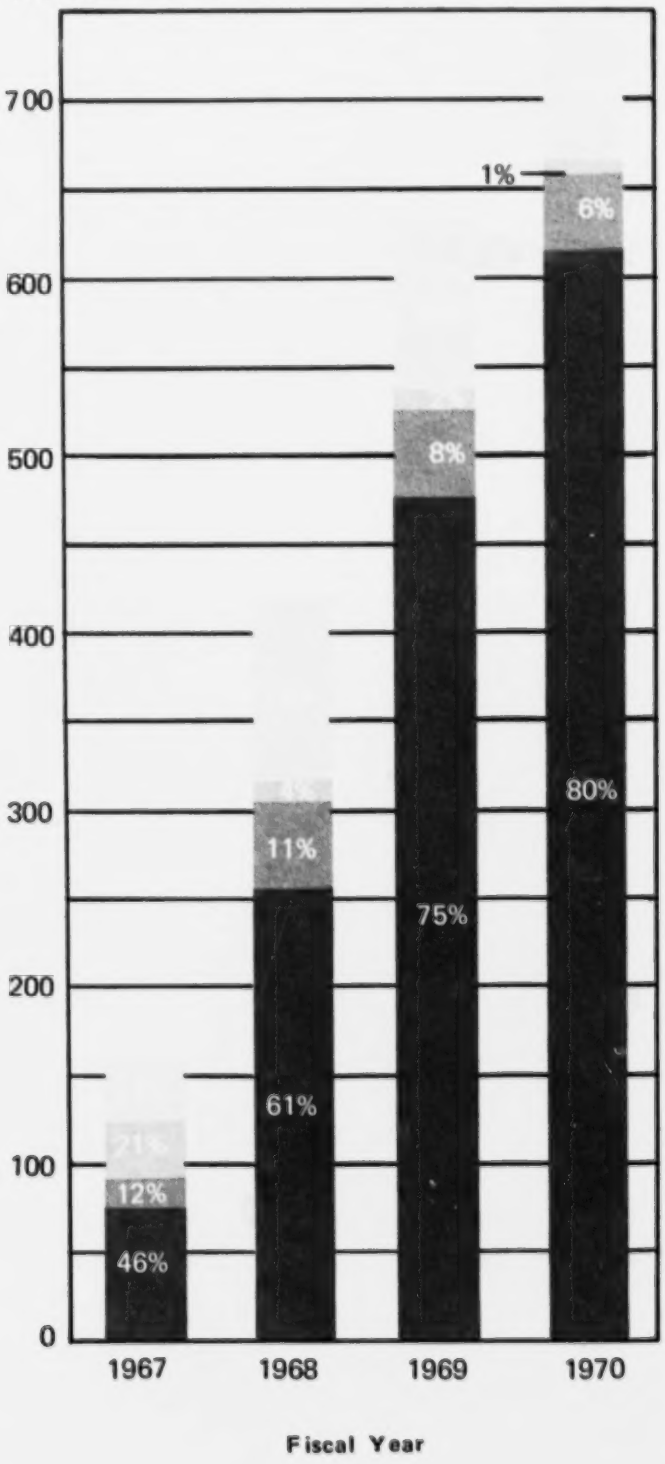
Migrant education programs operate under a state plan whereby certain services–*e.g.*, training of teachers and aides, in-service education, transfer record coordination and distribution of films–are conducted primarily at the state level. Therefore, in the following table and in the expenditure graph on page 16, state administrative costs and local expenditures are treated as a whole. Expenditures for fiscal years 1967-69 are adjusted as of June 30, 1970. For 1970, estimated expenditures as of November 15, 1970 are listed.

Fiscal Year	Expenditures
1967[1]	$159,774
1968	421,385
1969	632,519
1970	748,328

[1] ESEA funds were available for spring and summer only.

Expenditures by Major Categories

Funds available and expended in Ohio for educational programs for migrant children have quadrupled since fiscal 1967. Expenditures during the four years have shifted steadily to the personnel category. Because of the nature of migrant programming, non-instructional expenses–*e.g.*, transportation, food services and health services–tend to run higher than in other Title I programs.



- **Personnel**: Salaries of program employees, employee benefits and in-service education
- **Instructional-Related**: Textbooks, supplementary books, audio-visual materials and all other instructional expenditures except salaries and capital outlay
- **Equipment**: All instructional and non-instructional equipment
- **Non-Instructional**: All non-instructional expenses except salaries and equipment

Programs and Participation

Even though less than five per cent of Ohio's school districts are involved in the provision of educational programs to children of migratory agricultural workers, programs, participation and local district expenditures have increased gradually in the four years ESEA funds have been available. With the exception of one area of Stark County, all programs are located in northwestern and west central Ohio.

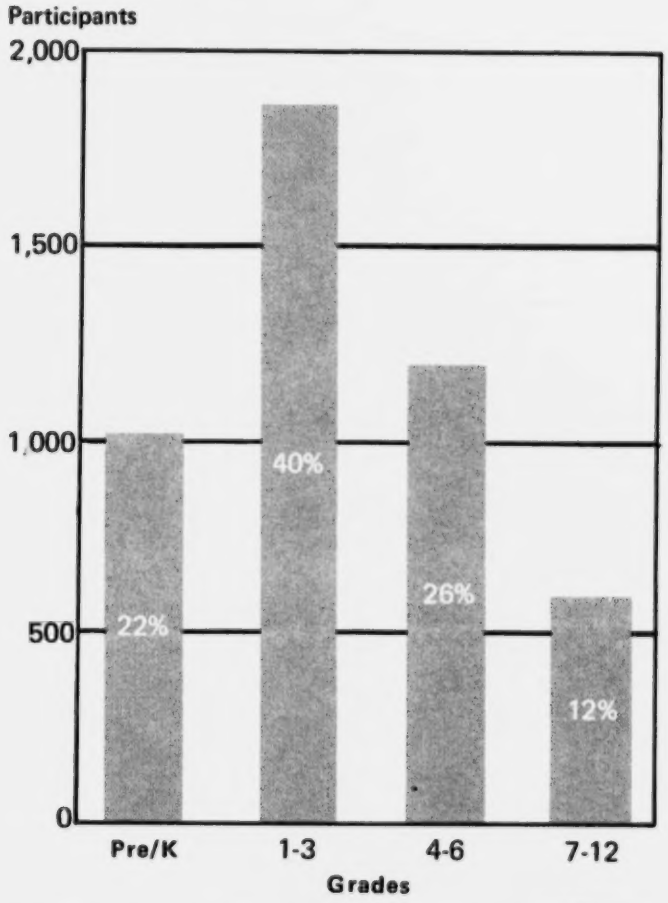
Fiscal Year	Programs	Participants	Local District Expenditures [1]
1967 [2]	15	1,360	$146,953
1968	25	3,462	403,825
1969	29	3,644	506,826
1970	29	4,673	676,681

[1] From estimated expenditure reports for the respective fiscal years.

[2] ESEA funds were available for spring and summer only.

Participants by Grade Placement Categories

In fiscal year 1970, nearly two-thirds of the youngsters in migrant education programs were enrolled in grade three or below. Twelve per cent were in junior or senior high school classes. The data are somewhat misleading in that an undetermined number of older students were enrolled in regular school programs rather than migrant classes.



Special Programs for Orphaned, Neglected and Delinquent Children in State-Operated Institutions

Through provisions of Title I of the Elementary and Secondary Education Act of 1966, P. L. 89-750, special educational programs for orphaned, neglected and delinquent children were made possible in state-operated institutions. Institutions eligible for funds are seven facilities operated by the Ohio Youth Commission and the Ohio Soldiers and Sailors Orphans Home at Xenia.

During fiscal year 1970, the Ohio Youth Commission developed and implemented a year-long program designed to meet pressing educational needs of delinquent youngsters. Teachers, resource specialists, counselors, a school psychologist and educational aides were among the persons employed to carry out program activities–communicative skills improvement, enrichment activities, educational counseling and psychological services.

The Ohio Soldiers and Sailors Orphans Home used its 1970 funds for a program designed to meet various educational needs of its orphaned and neglected residents. Throughout the school year selected children were involved in individualized reading and mathematics and in micro-teaching activities. Other program activities included personal guidance and tutorial services. In a six-week summer session instruction was provided in reading, language arts, art, music, bookkeeping and typing.

Annual Expenditures

The amount of money available for educational programs for orphaned, neglected and delinquent children was at a higher level in fiscal year 1970 than in any previous fiscal year. Funds listed below for fiscal years 1967-69 have been adjusted as of June 30, 1970. Funds listed for 1970 reflect estimations as of November 15, 1970.

Fiscal Year	Expenditures
1967	$ 99,545
1968	391,683
1969	584,347
1970	640,829

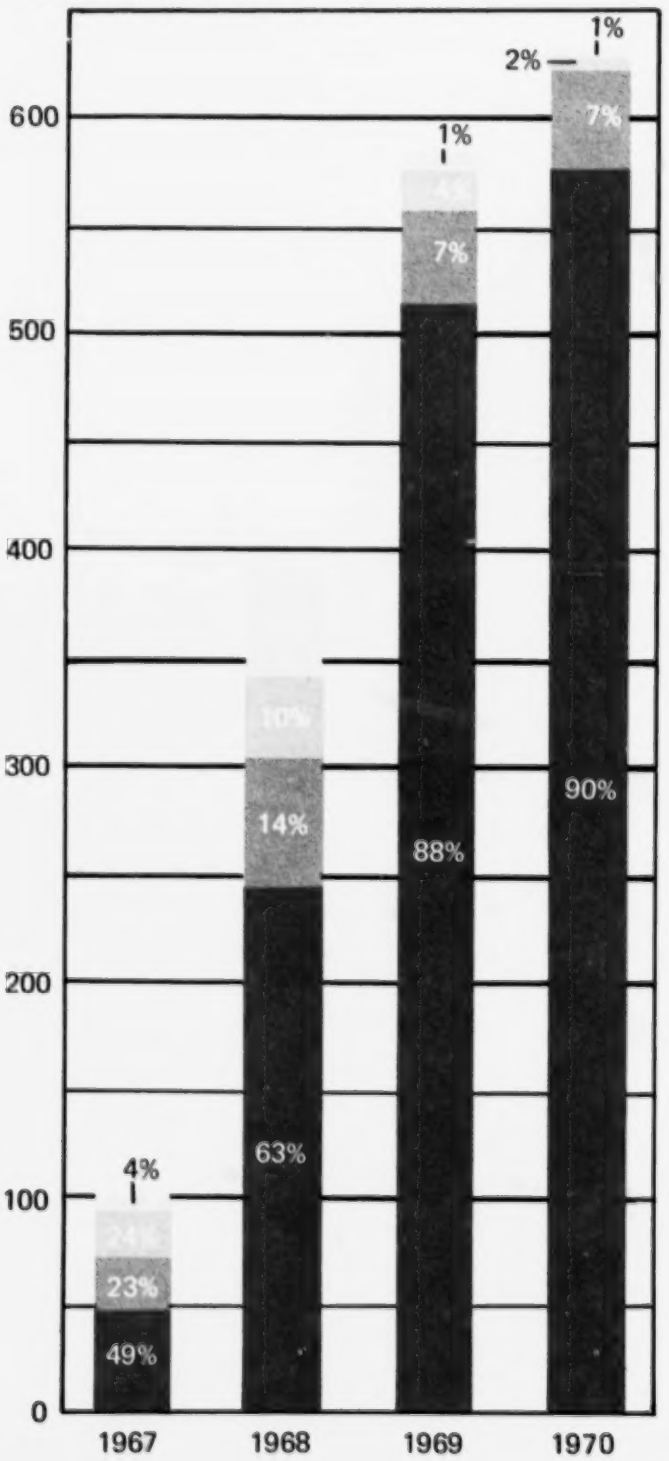
Handicap Category	Fiscal Year	Institutions[1]	Participants	Expenditures[2]
Delinquent	1967	5	450	$ 78,582
	1968	5	1,165	313,852
	1969	7	1,365	485,312
	1970	7	1,970	537,843
Orphaned and Neglected	1967	1	172	25,475
	1968	1	250	77,831
	1969	1	365	99,035
	1970	1	400	102,986

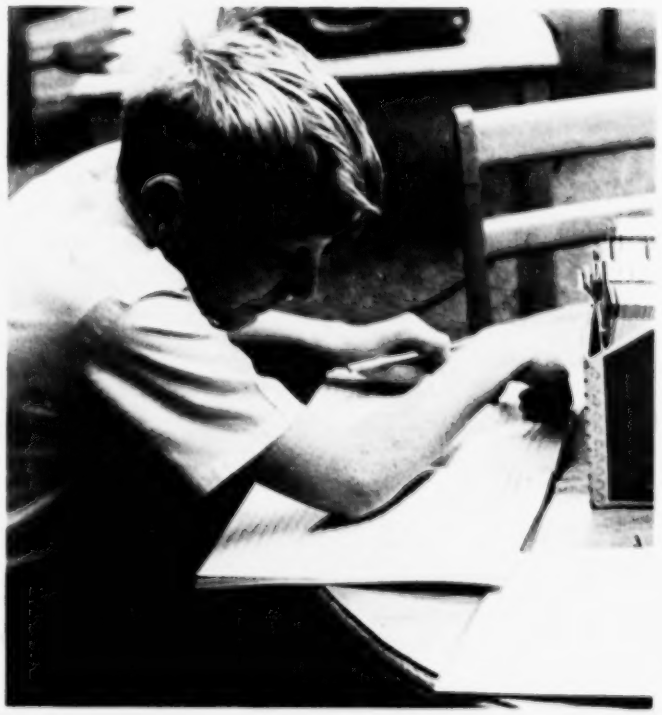
[1] Participating institutions for fiscal year 1970: for the delinquent–Fairfield School for Boys, Juvenile Diagnostic Center, Maumee Youth Camp, Mohican Youth Camp, Riverview School for Girls, Scioto Village, Training Center, Central Ohio; for the orphaned and neglected–Ohio Soldiers and Sailors Orphans Home

[2] From estimated expenditure reports for the respective fiscal years

Expenditures by Major Categories

Even though funding was late in the first year of program operation, nearly half the moneys were used in the personnel category. Since 1967, the per cent expended in the personnel category has increased to ninety per cent.





- **Personnel**: Salaries of program employees, employee benefits, contracted services and in-service education
- **Instructional-Related**: Supplementary textbooks, audio-visual materials, library books and all other instructional expenditures except salaries and capital outlay
- **Equipment**: All instructional and non-instructional equipment
- **Non-Instructional**: All non-instructional expenses except salaries and equipment

Special Programs for Handicapped Children in State-Operated Institutions

Public Law 89-313 amendments to the Elementary and Secondary Education Act of 1965 provide funds for programs designed to meet identified educational needs of handicapped children in state-operated schools. Only two agencies in Ohio—the Department of Mental Hygiene and Correction and the Department of Education—qualify for funds.

During fiscal year 1970, ten projects were administered by the Ohio Department of Mental Hygiene and Correction, which operates schools for institutionalized youngsters who are mentally retarded or emotionally disturbed. The Ohio Department of Education had two projects—one for children in residence at the Ohio School for the Deaf and one for those at the Ohio School for the Blind.

Instructional areas within the projects, which served over 2,000 students, were quite varied. Language development experiences, sheltered workshop training, social adjustment, wilderness camping and physical fitness were major phases of projects designed to meet educational needs of mentally retarded children. Remedial reading, prescriptive teaching, social adjustment and vocational orientation were stressed in projects for emotionally disturbed youngsters. Work-study training, counseling and speech therapy were components of the project for deaf students. Mobility training, speech therapy and compressed speech were included in the project for the visually handicapped.

Annual Expenditures

Moneys available and expended for special educational programs for handicapped children in state-operated schools were at a slightly higher level in fiscal 1970 than in any previous year. Funds listed below for fiscal years 1966-69 have been adjusted as of June 30, 1970. Funds listed for fiscal 1970 reflect estimations as of November 15, 1970.

Fiscal Year	Expenditures
1966	$311,442
1967	264,423
1968	356,419
1969	408,678
1970	439,541

Handicap Category	Fiscal Year	Institutions[1]	Participants	Expenditures[2]
Deaf	1966	1	250	$ 51,338
	1967	1	249	39,009
	1968	1	267	51,345
	1969	1	258	51,922
	1970	1	274	66,895
Emotionally Disturbed	1966	5	--[3]	49,578
	1967	5	183	60,759
	1968	6	231	70,805
	1969	5	174	64,820
	1970	4	198	62,662
Mentally Retarded	1966	4	--[3]	174,822
	1967	4	1,497	131,503
	1968	4	1,798	182,545
	1969	4	1,489	248,973
	1970	4	1,551	265,987
Visually Handicapped	1966	1	191	35,705
	1967	1	250	36,226
	1968	1	184	48,835
	1969	1	182	40,617
	1970	1	171	43,997

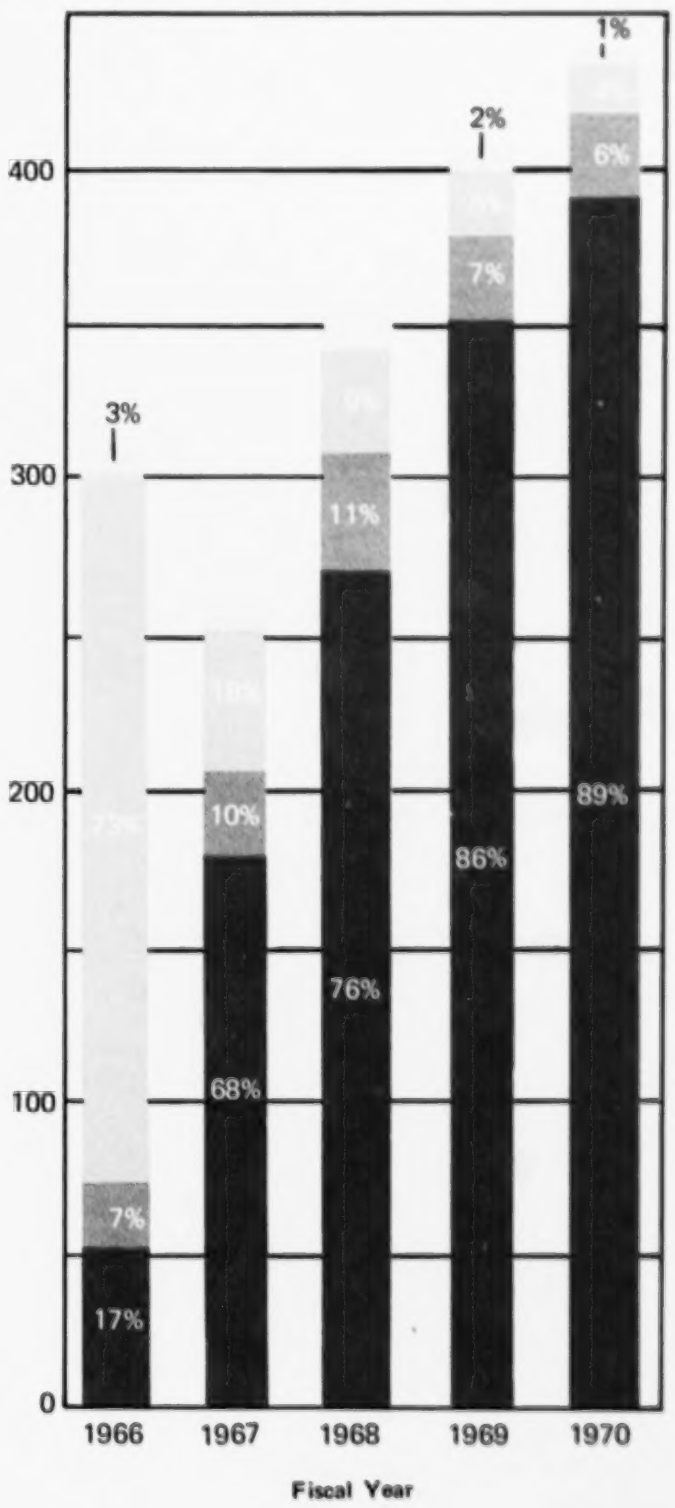
[1]Participating institutions for fiscal year 1970: for the deaf—Ohio School for the Deaf; for the emotionally disturbed—Columbus Psychiatric, Dayton Psychiatric, Hawthornden Psychiatric, Sagamore Hills Psychiatric; for the mentally retarded—Apple Creek, Columbus, Gallipolis, and Orient state hospitals; for the visually handicapped—Ohio School for the Blind

[2]From estimated expenditure reports for the respective fiscal years

[3]A separate count of emotionally disturbed and mentally retarded participants during 1966 is unavailable; total for the two categories was 743

Expenditures by Major Categories

Expenditures within programs for handicapped children in state-operated institutions have moved steadily toward the personnel category. Only in fiscal 1966, when time for program operation was curtailed by late funding, were sizeable sums expended for equipment.



- **Personnel**: Salaries of program employees, employee benefits and in-service education
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- **Non-Instructional**: All non-instructional expenses except salaries and equipment

Grants for Library Resources and Instructional Materials

The purpose of Title II of the Elementary and Secondary Education Act is to strengthen and to improve the educational opportunities afforded to children and teachers through the provision of funds for library resources and other instructional materials.

This program, which operates under a state plan approved by both the State Board of Education and the U. S. Office of Education, is administered by the Title II Section of the Division of Federal Assistance.

In the first five years of Title II, over 3,500 grants were awarded and over twenty million dollars expended, nearly all of it for purchases of library resources and other instructional materials.

Five-Year Summary of Title II Grant Awards

Fiscal Year	Local Districts [1]	Vocational Districts	State Agencies	Special Purpose	Total Grants
1966	776	--	13	19	808
1967	691	--	15	18	724
1968	671	4	17	18	710
1969	633	7	14	2	656
1970	629	11	9	1	650

[1] The number of grant awards is decreasing gradually because of district consolidations.

Five-Year Summary of Expenditures for Grants and for Administration

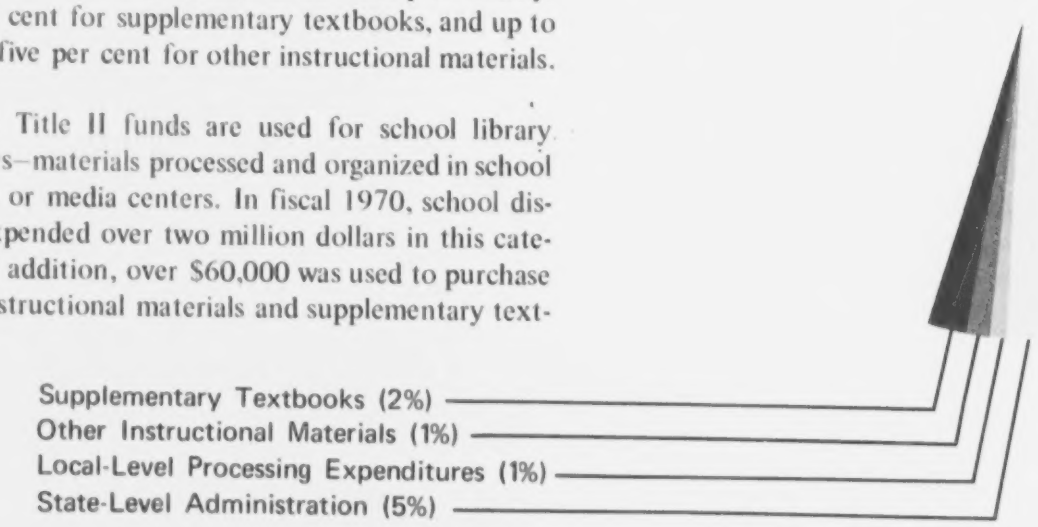
Fiscal Year	For Basic Grants	For Special Purpose Grants	For State Administration	For Local Administration [1]	Total
1966	$4,606,034	$611,054	$ 61,764	--	$5,278,852
1967	4,700,932	535,896	111,224	$103,303	5,451,355
1968	4,564,339	412,786	143,861	107,150	5,228,136
1969	2,517,332	11,300	104,025	26,614	2,659,271
1970	2,110,091	12,046	111,482	--	2,233,619

[1] During fiscal years 1967-1969 funds from the state administrative budget were shared with local districts to supplement either processing expenses or administrative costs.

Expenditure Trends for Fiscal 1970

Each basic Title II grant—to be within the guidelines of the state plan—must use at least fifty per cent of the funds for elementary library resources, up to twenty-five per cent for supplementary textbooks, and up to twenty-five per cent for other instructional materials.

Most Title II funds are used for school library resources—materials processed and organized in school libraries or media centers. In fiscal 1970, school districts expended over two million dollars in this category. In addition, over $60,000 was used to purchase other instructional materials and supplementary textbooks.



Five-Year Summary of Expenditures for Library Resources and Instructional Materials

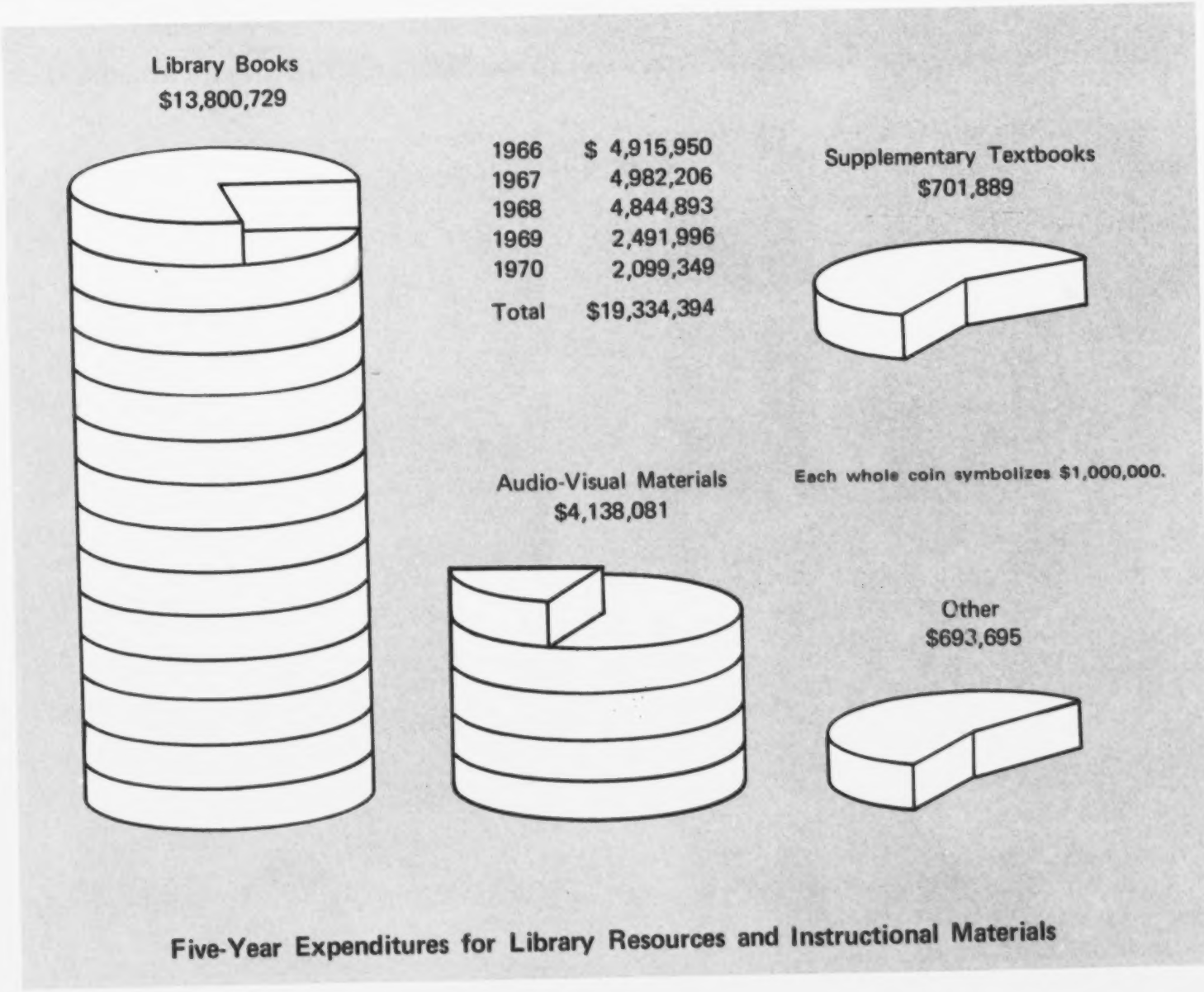
During the first five years of Title II approximately seventy-one per cent of all funds expended for resources and materials was used for library books, whether processed and organized in a library or media center or not. Purchases of audio-visual materials accounted for approximately twenty-two per cent of all expenditures, while purchases of supplementary textbooks and unprocessed resources together accounted for seven per cent.

Impact of Title II

The overall impact of Title II in Ohio during the past five years has been much greater than a mere increase of materials available. The major impact has been an increased awareness of the importance of library services and the place of instructional materials *per se* in improving educational opportunities for children.

At the state level, significant activities during fiscal 1970 included:

- Processing applications for the 650 grants that were awarded for the year.
- Handling follow-up details related to grants awarded during fiscal years 1966-1969.
- Making 140 visitations to school districts for inventory, audit and consultation purposes.
- Developing *If Not Now, WHEN?*, a sound filmstrip presentation on the media center concept at the secondary level.



Five-Year Expenditures for Library Resources and Instructional Materials

Programs for Strengthening the Ohio Department of Education

The purpose of Title V of the Elementary and Secondary Education Act is to stimulate and assist states in strengthening the leadership resources of their state educational agencies and to assist these agencies in the establishment and improvement of programs. Title V funds are used to strengthen and improve the Ohio Department of Education in two ways: (1) to expand, develop and strengthen the leadership and consultative services provided to local school districts and (2) to develop and expand supportive services within the department.

Leadership and Consultative Services

To improve the Department of Education's capability of providing leadership and consultative services to local districts, twenty-four professional and twenty clerical staff members were employed. Areas of responsibility for the professionals were:

Elementary education	3
Secondary education	3
Art education	1
English language arts	1
Foreign languages	1
Physical education	2
Reading	1
Hearing handicapped	1
Mentally retarded	1
Pupil psychological services	1
Audio-visual services	2
Financial and business management	1
Pupil transportation	2
School district organization	2
School lunch	1
School plant facilities	1

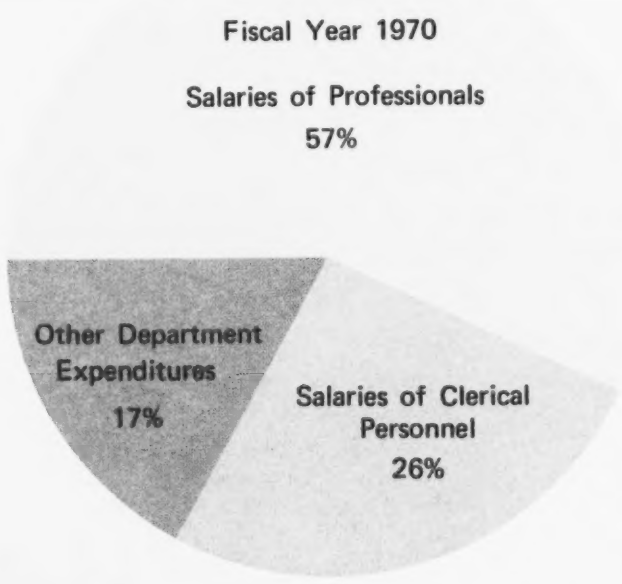
Supportive Services

To increase internal supportive services of the department, ten professional and twenty-two clerical staff members were employed. Areas of responsibility for the professionals were:

Collecting and interpreting data	8
Graphic arts	1
Business management	1

Expenditure Patterns

Eighty-three per cent of the $963,771 expended in fiscal 1970 to strengthen the department was used for salaries of professional and clerical personnel. Remaining funds were used for travel allowances of Title V professionals, for in-service training for all department professionals, and for miscellaneous expenditures–*e.g.*, rent, equipment, supplies.



Expenditures / Fiscal Year	For Leadership and Consultative Services to Local Educational Agencies		For Supportive Services Within the Department		For Local Educational Agency Projects		Total
	Amount	Per Cent	Amount	Per Cent	Amount	Per Cent	
1966	$247,604	42%	$340,300	58%	--	--	$ 587,904
1967	521,529	65	275,436	35	--	--	796,965
1968	764,167	71	309,353	29	--	--	1,073,520
1969	737,785	66	261,033	24	$111,046	10%	1,109,864
1970	654,333	61	309,438	29	109,845	10	1,073,616

Grants to Local Educational Agencies

In fiscal 1970, ten per cent of the state's Title V allocation was earmarked for local agency projects. Nine grants were awarded for a total of $109,845.

Applicant Agency	Allocation	Purpose
Akron City Schools, Summit County	$16,300	Planning a new strategy for central city elementary building
Akron City Schools, Summit County	14,000	An intensive study of the middle school concept
Boardman Local Schools, Mahoning County	6,248	Computerization of all media in the system and development of a model for making media programs available for teachers
Cleveland City Schools, Cuyahoga County	11,975	A feasibility study related to development of a compatible record system to provide pupil data in twelve school districts
Columbiana County Board of Education	18,400	Organization of a county educational council
Columbus City Schools, Franklin County	19,800	Planning educational and performance specifications for a model school building
Mansfield City Schools, Richland County	13,250	Expansion of an existing data processing center, with the intent of expanding in-take from other districts
Mentor Exempted Village Schools, Lake County	6,472	Involvement of staff members in the area of "Motivation for Learning" with the hope of providing a strategy for curriculum development
Ottawa-Glandorf Local Schools, Putnam County	3,400	A curriculum and course development study for an existing high school

Major Benefits

Major ways Title V benefited the Ohio Department of Education during fiscal year 1970 included:

- Assistance to the Office of Urban Education in the organization of a Commission on Urban School Development, in a statewide study of student rights and responsibility, and in administering the state-funded program for disadvantaged children.
- Improvement of services provided by the Pupil Transportation Section of School Finance in the areas of bus driver education, bus inspection, bus maintenance, bus purchasing, routing and accident prevention.
- Assistance to the Division of Computer Services and Statistical Reports so that the "in-house" data processing system could handle the school foundation program, statistical reports on costs per pupil and salaries, teacher certification activities and other information processing activities.
- Expansion of the field and leadership services of the Division of Elementary and Secondary Education including improved procedures to evaluate the state's public and non-public schools, additional consultative services made possible by employment of subject area specialists, increased emphasis on preparation and distribution of publications and increased effectiveness of the division's audio-visual services.
- Expansion of consultative and publication services provided by the department's School Food Services Program.
- Support to the Division of School District Organization for development of optimum district organization standards, for multi-district planning studies and for assistance to districts involved in transfer of territory requests.
- Assistance to the Division of Instructional Materials in the provision of field services to schools around the state and in production services to schools and to the department's professional staff.

Adult Basic Education Programs

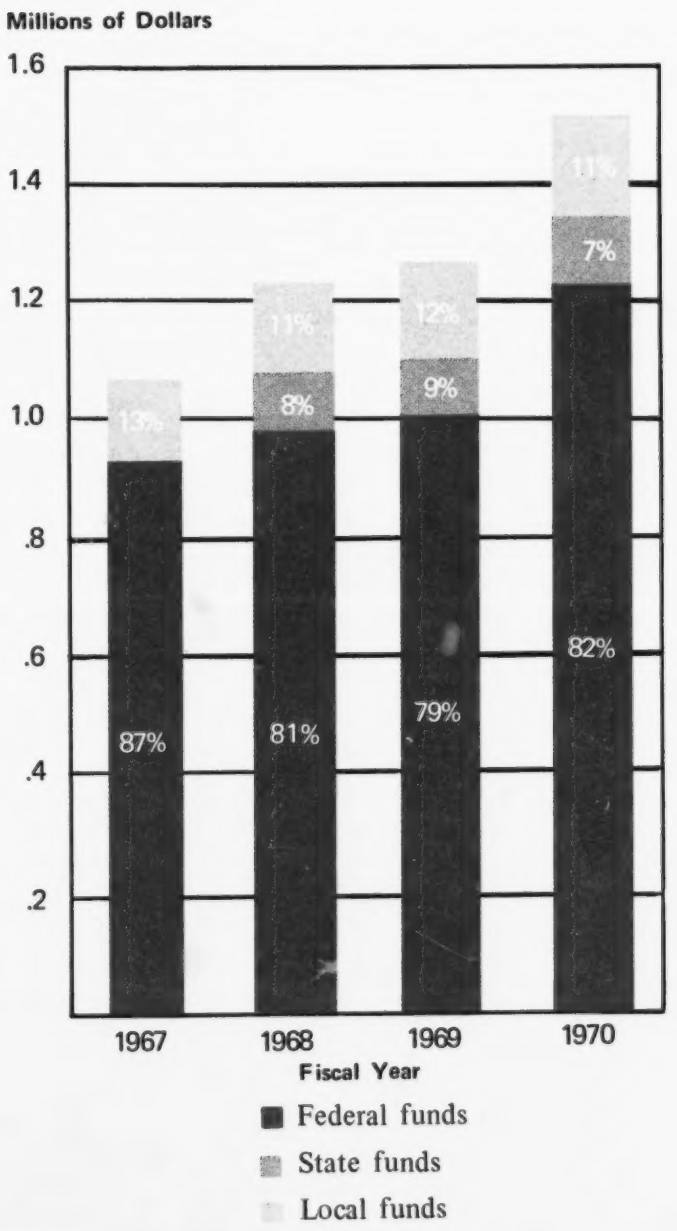
ABE programs, as Adult Basic Education programs are frequently called, are designed for persons sixteen years of age or older who have less than an eighth-grade education or its functional equivalency. These programs are funded under the Adult Education Act of 1966–a part of P. L. 89-750, which is also known as the Elementary and Secondary Education Act of 1966. Responsibility for administering the program is with the Special Programs Section of the Division of Federal Assistance. Highlights for fiscal 1970 included:

- Funding eighty-four programs, twelve more than in fiscal 1969.
- Sponsoring three seminars for directors of ABE programs or other ABE personnel.
- Co-sponsoring a two-week workshop at The Ohio State University.
- Development of *Programmed for People*, a film on the learning laboratory approach to ABE.
- Preparation and distribution of the booklets *A Statewide Profile of Adult Basic Education* and *The Human Impact of Adult Basic Education.*

Sources of Funds for ABE Programs

Funds for Adult Basic Education programs come from three sources–federal, state and local. Federal guidelines require that ten per cent or more of total expenditures come from either state or local sources. Because earmarked state funds were made available beginning in fiscal 1968, Ohio has doubled or nearly doubled the matching requirement in each of the last three fiscal years.

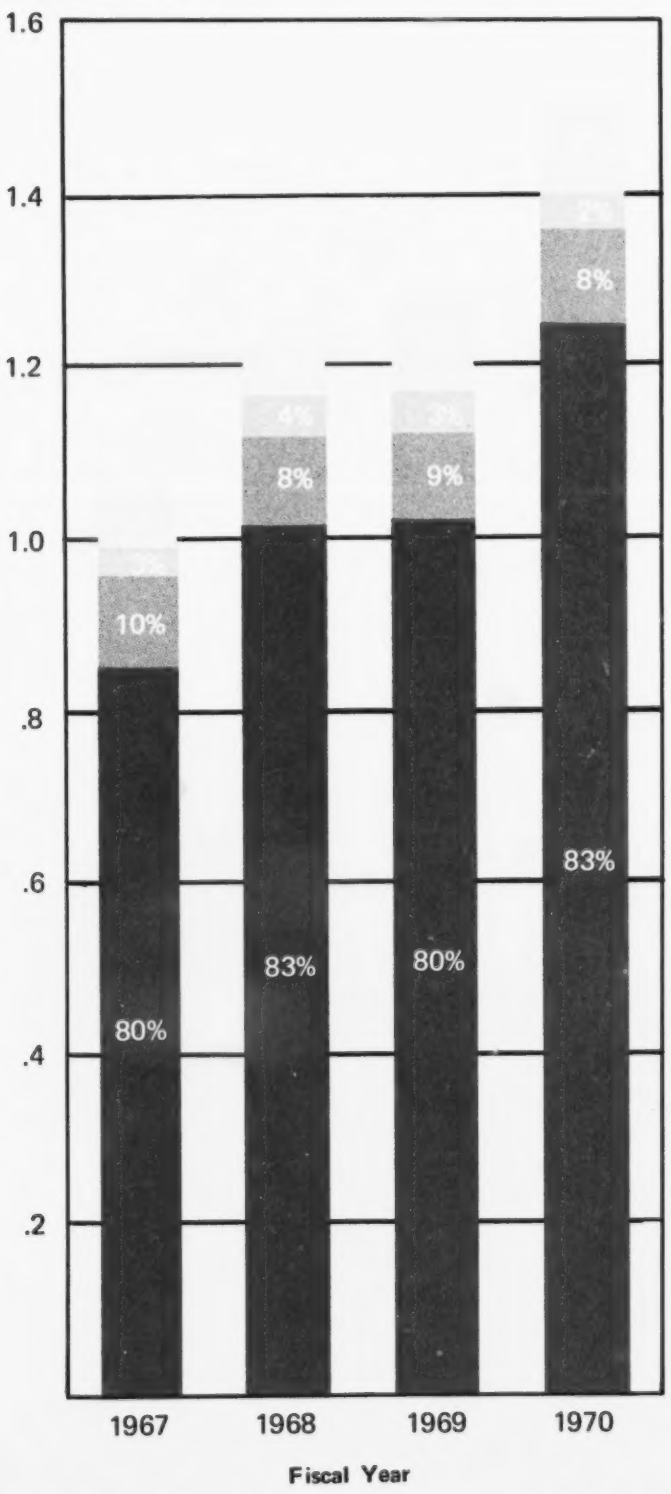
As reported here state administrative costs and local expenditures are treated as a whole. The reason is that ABE programs operate under a state plan whereby certain services, particularly teacher training and in-service education, are conducted primarily at the state level. All expenditures from federal funds for fiscal years 1967-69 are adjusted as of June 30, 1970. For 1970, estimated expenditures as of November 15, 1970 are listed.



Fiscal Year	Expenditures for ABE Programs			
	From Federal Funds	From State Funds	From Local Funds	Total Expenditures
1967	$ 938,266	--	$135,707	$1,073,973
1968	989,662	$101,352	136,220	1,227,234
1969	1,006,074	111,084	149,677	1,266,835
1970	1,242,557	108,331	160,085	1,510,973

Expenditures by Major Categories

In each of the four years ABE programs have been funded under P. L. 89-750 percentages of expenditures for personnel, instructional-related items and equipment have remained relatively constant. However, the amount of money available has increased gradually.



- **Personnel**: Salaries of program employees, employee benefits, and in-service education
- **Instructional-Related**: Textbooks, programmed materials, library books, audio-visual materials, and all other instructional costs except salaries and capital outlay
- **Equipment**: All instructional and non-instructional equipment
- **Non-Instructional**: All non-instructional expenses except salaries and equipment

Programs and Participants

The number of Adult Basic Education programs funded in Ohio during fiscal 1970 was at an all-time high. Twelve new programs were in operation. Both the total number of classes and number of enrollees were up thirty per cent from fiscal 1969.

Fiscal Year	Programs	Classes			Enrollment		
		On-Going Classes	New Classes	Total	On-Going Classes	New Classes	Total
1967	37	355[1]	287	642	--[2]	--	8,526
1968	48	642	15	657	--	--	10,227
1969	72	657	763	1,420	7,646	5,093	12,739
1970	84	1,420	432	1,852	13,050	3,563	16,613

[1] Funded previously under Title II-B of the Economic Opportunity Act of 1964.

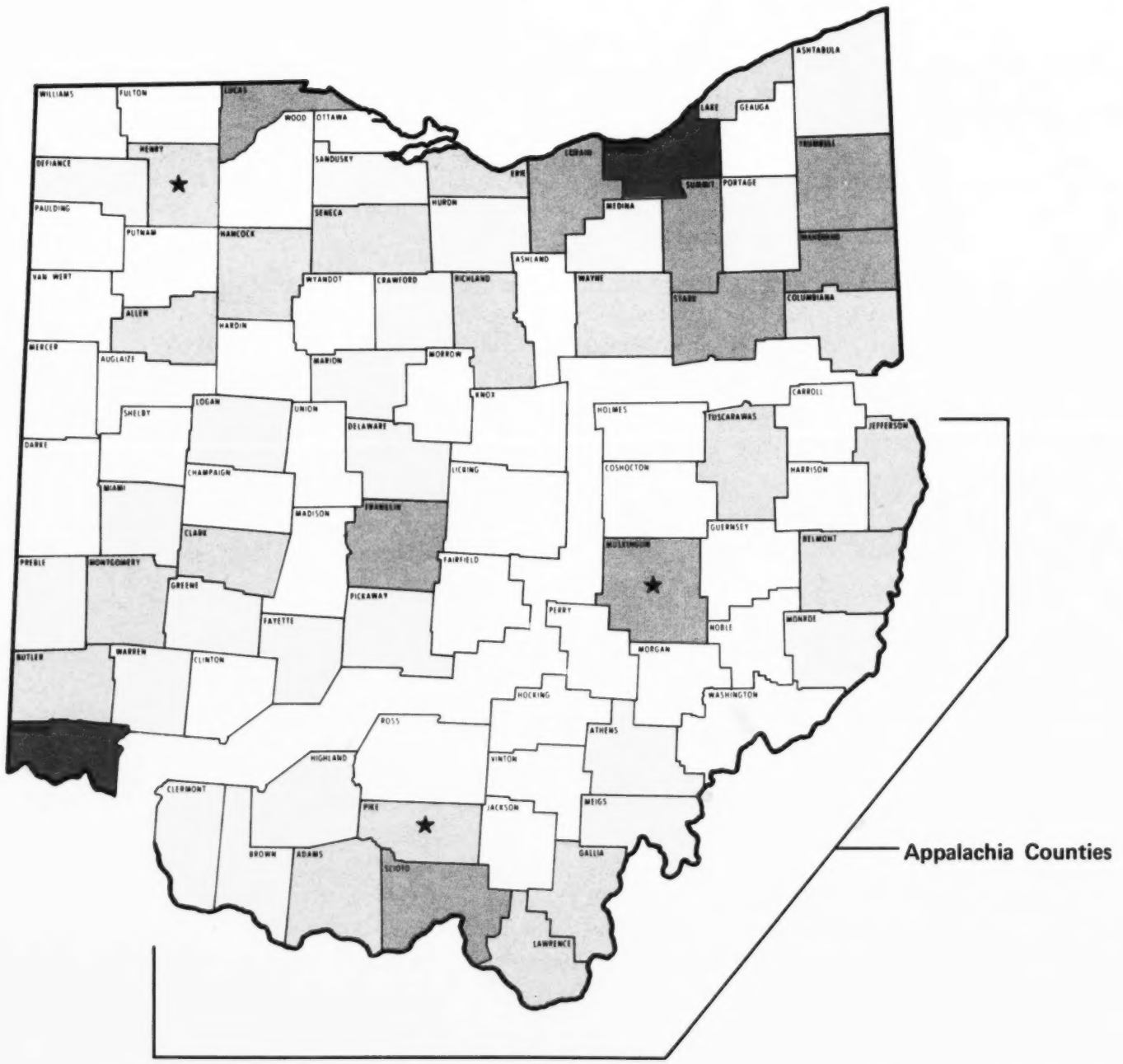
[2] Data organized in this manner are not available for fiscal years 1967 or 1968.

While numbers of persons enrolled increased in fiscal 1970, participation patterns varied little from those of fiscal 1969. The most significant change was that three per cent of the enrollees were in the 16-17 age range, the result of a legislative change lowering the age of eligibility. By contrast, the percentage of enrollees over 55 was down three per cent.

Fiscal Year	Enrollees	Sex		Age Ranges						
		Male	Female	16-17	18-24	25-34	35-44	45-54	55-64	65+
1967	8,526	41%	59%	--	11%	27%	39%	13%	7%	3%
1968	10,227	48	52	--	18	25	30	14	8	5
1969	12,739	47	53	--	21	27	27	13	7	5
1970	16,613	47	53	3%	21	27	26	14	6	3

Geographic Participation Trends

Adult Basic Education classes tend to be concentrated in Ohio's larger cities, with Cleveland and Cincinnati having sixty-one per cent of all reported participants for fiscal 1970. Five other large cities–Columbus, Toledo, Akron, Canton, and Youngstown–had fifteen per cent of all enrollees. The remaining twenty-four per cent were enrolled in programs conducted in fifty-two of Ohio's eighty-eight counties, particularly in the more densely populated areas and in those counties that are a part of Appalachia.



Organizational and Instructional Patterns

ABE students are scheduled into adult learning laboratories or traditional classes. Within either of these settings, students are generally classified in three levels—Level I (comparable with grades 1–3); Level II (grades 4–6); and Level III (grades 7–8). Since 1968 increasing emphasis has been given to the use of programmed instruction with ABE students. As can be seen in the second table below significant progress was made to this end in fiscal 1970.

Placement of Students

Fiscal Year	Enrollees	Per Cent Enrolled at Each Level		
		Level I	Level II	Level III
1967	8,526	36%	35%	29%
1968	10,227	35	35	30
1969	12,739	32	33	35
1970	16,613	31	31	38

Use of Programmed Instruction Methods

Fiscal Year	Classes		Students	
	Number	Per Cent	Number	Per Cent
1968	103	16%	1,342	13%
1969	480	34	3,381	27
1970	876	47	11,121	67

End-of-Year Status of Students

The first table that follows provides fiscal 1967-1970 data about the end-of-year status of all ABE students, including those who dropped from the program for various reasons. The second table reports on the original enrollment level of persons completing the Level III (eighth-grade proficiency) level.

End-of-Year Status of Students

Fiscal Year	Enrollees	Per Cent of Enrollees in Category		
		Level III Completed	At an Interim Level	Separated from Program
1967	8,526	13%	53%	34%
1968	10,227	13	51	36
1969	12,739	15	64	21
1970	16,613	21	49	30

Original Enrollment Levels of Persons Completing Level III

Fiscal Year	Enrollees Completing Level III	Per Cent Originally Enrolling at Each Level		
		Level I	Level II	Level III
1967	1,116	10%	30%	60%
1968	1,333	25	28	47
1969	1,970	21	27	52
1970	3,544	15	31	54

Public Laws 81-871 and 81-815

Since fiscal year 1968 the Division of Federal Assistance has had responsibility for three on-going federal programs. Two of the programs, first authorized in 1950 under Public Laws 81-874 and 81-815, provide aid to districts on which activities of the U. S. Government have placed a financial burden. The third program provides financial assistance to school districts affected by major natural disasters.

With each of the programs, the state educational agency acts in a liaison capacity. The U. S. Office of Education processes applications, determines priorities and payments, and pays funds directly to local school districts.

Funds for Maintenance and Operation of Schools

Public Law 81-874 provides funds to school districts affected by (1) a loss of revenue from taxable real property acquired by the federal government, (2) provision of public education to children who live on federal property or whose parents are employed on federal property, or (3) a sudden, substantial increase in school attendance as a result of federal activities.

School districts determining that they are eligible for assistance—in most instances those having three per cent or more of their students who are federally affected—apply for funds and receive partial payment early in the school year. No matching funds are required and final payments are made after end-of-year reports are submitted. Funds received may be used for any purpose authorized by Ohio law.

Five-Year Summary for Public Law 81-874

Fiscal Year	Districts Receiving Funds	Receipts
1966	144	$ 7,577,701
1967	140	8,169,514
1968	142	8,748,435
1969	142	8,442,429
1970	145	11,940,510

Receipts were higher in fiscal year 1970 than during any previous year since the program was authorized in 1950. In fiscal year 1970, eighty-four school districts in the eleven counties listed below got over ninety per cent of Ohio's Public Law 81-874 receipts. The remainder was shared by sixty-one districts in twenty-five counties.

Public Law 81-874 Funds Received in Fiscal Year 1970

County	Districts Receiving Funds	Receipts
Franklin	14	$ 3,349,079
Montgomery	14	3,070,698
Greene	7	1,279,222
Clark	7	826,765
Cuyahoga	11	792,382
Licking	10	501,570
Hamilton	7	380,925
Ross	7	224,894
Clinton	4	215,456
Portage	2	193,410
Lucas	1	163,284
Others (25)	61	942,825
TOTAL	145	$11,940,510

Funds for Construction of School Facilities

Public Law 81-815 authorizes federal financial assistance for construction of urgently needed minimum school facilities in districts having substantial increases in school membership as a result of new or increased federal activities.

Facilities to be constructed may include regular and special classrooms and facilities related to instructional areas. The funds may also be used to purchase initial equipment and machinery for approved facilities.

When applications are approved, funds are reserved. Payment is made to the district as construction activities proceed and as authorized.

During the past five fiscal years, funds made available to eligible districts for construction of school facilities have been minimal. In fiscal 1970, only one district received assistance exceeding $40,000.

Five-Year Summary for Public Law 81-815

Fiscal Year	Districts Receiving Funds	Receipts
1966	13	$732,618
1967	9	309,175
1968	4	411,878
1969	4	219,826
1970	5	371,083

Public Law 81-815 Funds Received in Fiscal Year 1970

County	Districts Receiving Funds	Receipts
Greene	1	$320,867
Licking	2	35,545
Montgomery	1	11,993
Franklin	1	3,078
TOTAL	5	$371,083

Funds for Schools Affected by Major Disasters

In 1966 Public Laws 81-874 and 81-815 were amended to provide financial assistance under certain conditions for the repair or replacement of damaged facilities and for operation of public elementary and secondary schools in areas affected by major natural disasters. Payment is made to the district after repairs are made or replacements purchased.

No major disasters occurred in Ohio during fiscal years 1966 or 1967. Floods affecting four districts occurred in May, 1968, and storms and floods affecting twelve districts occurred in July, 1969. These districts applied for assistance and by the end of fiscal 1970 had received slightly over $130,000.

Two-Year Summary for Major Disaster Area Assistance Funds

Fiscal Year	Districts Receiving Funds	Receipts
1969	4	$60,315
1970	15	70,147

Funds Received in Fiscal Year 1970 for Major Disaster Area Assistance

County	Disaster Date	Districts Receiving Funds	Receipts
Clinton	May, 1968	1	$ 8,663
Warren	" "	1	8,551
Vinton	" "	1	427
Trumbull	July, 1969	1	18,613
Wayne	" "	2	8,913
Ottawa	" "	1	5,809
Erie	" "	2	5,259
Ashland	" "	1	4,549
Lorain	" "	1	2,718
Cuyahoga	" "	1	2,192
Stark	" "	1	1,875
Holmes	" "	1	1,344
Lucas	" "	1	1,234
TOTAL		15	$70,147

DIVISION OF FEDERAL ASSISTANCE Fiscal Year 1970 Financial Summary

Title I (Public Law 89-10)		
For basic projects to meet needs of selected educationally disadvantaged children	$35,863,494	
For state administration of basic Title I	334,969	
For special projects to meet educational needs of children of migratory agricultural workers and related state administration	748,328	
For special projects to meet educational needs of orphaned, neglected and delinquent children in state-operated institutions	640,829	
For special projects to meet educational needs of mentally retarded, emotionally disturbed, deaf and visually handicapped children in state-operated institutions	439,541	
TOTAL		$38,027,161
Title II (Public Law 89-10)		
For basic grants for library resources, supplementary textbooks and other instructional materials	$ 2,110,091	
For special purpose grants	12,046	
For state-level administration of Title II	111,482	
TOTAL		$ 2,233,619
Title V (Public Law 89-10)		
For leadership and consultative services to local educational agencies	$ 654,333	
For supportive services within the department	309,438	
For local district projects	109,845	
TOTAL		$ 1,073,616
Adult Basic Education (Public Law 89-750)		
For adult basic instructional programs	$ 1,418,463	
For state-sponsored ABE teacher training and in-service activities	39,700	
For state administration of ABE programs	52,810	
TOTAL		$ 1,510,973
Public Laws 81-874 and 81-815		
For maintenance and operation of schools in federally affected districts	$11,940,510	
For construction cost assistance in federally affected districts	371,083	
For schools affected by major national disasters	70,147	
TOTAL		$12,381,740
GRAND TOTAL		$55,227,109

credits

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